The Margaret Eaton School

COURSE OF INSTRUCTION
LEADING TO TEACHER'S DIPLOMA
IN PHYSICAL EDUCATION



CORNER YONGE AND McGILL STREETS
TORONTO

FACULTY 1936-1937

FLORENCE A. SOMERS, M.A. (New York University), Director

ELIZABETH WARDLEY, B.Sc. (Northwestern University)

DOROTHY N. R. JACKSON, Graduate, The Margaret Eaton School

LECTURERS:

MRS. JOHN CREIGHTON, M.A., of the University of Toronto

ELEANOR J. ELY, C.S.M.M.G., of the Toronto General Hospital

R. K. GEORGE, B.A., M.B., D.P.H., of the University of Toronto

KATHLEEN McMURRICH, of the University of Toronto

THORNTON MUSTARD, M.A., B.Paed., of the Toronto Normal School

E. G. STERNDALE BENNETT, of the Toronto Masquers.

PART-TIME INSTRUCTOR:

MARION HOBDAY, B.Sc., Graduate, Sargent School, Boston University

MEDICAL EXAMINER:

EDITH GORDON, B.A., M.B., D.P.H., of the University of Toronto

SECRETARY:

CHARLOTTE H. LAYTON, B.A. (Acadia University)

Calendar 1936-37

First Term - - -	September 3rd to November 22nd inclusive
Second Term - -	November 23rd to February 26th inclusive
Third Term - - - -	February 27th to May 26th inclusive
Camp Period - - - - - -	September 3rd to October 2nd
Christmas Vacation - -	December 19th to January 3rd inclusive
Easter Vacation - - - - -	March 24th to 30th inclusive

The Margaret Eaton School

History and Purpose

The Margaret Eaton School as a normal school of Physical Education was an outgrowth of The Margaret Eaton School of Literature and Expression, which offered courses in Expression, Dramatics and Physical Education. Its development, for many years under the direction of Miss Mary G. Hamilton, has continued year by year until now it is widely known and recognized.

The success of its graduates in positions throughout Canada, the United States and in foreign countries, is proof of the very adequate training being given by The Margaret Eaton School for those who wish to specialize in this type of work. The school aims to have as its graduates only those who have shown themselves qualified to teach and who will promote in their professional work the highest ideals. Adequately trained teachers are needed in schools and colleges, social centres and settlements, industrial and other organizations such as the Young Women's Christian Associations, and summer camps.

Buildings and Equipment

The Margaret Eaton School is situated at the corner of Yonge and McGill Streets, Toronto. In this building there are adequate lecture rooms, social rooms, and thoroughly equipped gymnasiums for remedial and regular classes, as well as a dancing studio and a swimming tank, with modern filtration plant. Suitable space for field sports is provided at one of the city parks in the fall. The indoor rink at the University of Toronto Arena is available for skating and hockey instruction during the winter season.

For teaching practice, the school secures each year through the courtesy of the Board of Education, the use of three or four public schools where the senior students teach regular classes of the school each week under supervision.

Out-of-town students are assured comfortable living accommodation and suitable board at the St. George House, a residence situated at 186 St. George Street. The living of the students is carefully supervised, while at the same time the general rules of the house are under the control of student government. The house is under the direction of Mrs. F. G. Marriott.





Camp

An outstanding feature of the course at The Margaret Eaton School is the two months' camp training taken in September each year. Although the school does not own a camp for this course, it has been fortunate in securing the use of splendidly equipped camps where the students gain much experience in the science and pleasures of camping. Camp Tanamakoon in Algonquin Park, owned by Miss Mary G. Hamilton, offers a perfect setting for a training in camp leadership, in camp craft and in nature study. The calmness of Tanamakoon Lake makes it ideal for training in canoeing, swimming and diving, and the network of lakes and rivers surrounding the camp gives wonderful opportunities for camping trips. The school will occupy Camp Tanamakoon in September, 1936.

The Ontario Athletic Commission Camp, which was used in September 1935, offers well equipped fields for athletic games and sports, such as track and field, archery, ground hockey, baseball, tennis and lacrosse. Its location on Lake Couchiching also makes it possible to carry on swimming and canoeing.

The Margaret Eaton School is the only institution in Canada which offers camp leadership training combined with a regular physical education course. Experience over a period of years in placing the graduates has convinced the director that prospective employers appreciate the special training that the students receive during their two months spent at camp. It is particularly valuable because many of the students and graduates of The Margaret Eaton School secure positions as camp counsellors in the various camps of the Dominion.

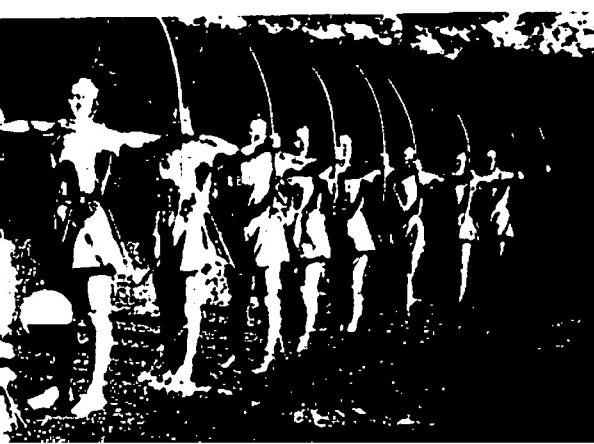
Life at The School

The course of study offered at The Margaret Eaton School is not alone intended to prepare young women for teaching, but to develop appreciation of other fields, and to broaden the interests of a prospective teacher for her own living. Students are urged to attend lectures, concerts, and art exhibitions which are held in the city of Toronto. Through regularly scheduled lectures held at the school they may meet outstanding personalities in the religious, social, or educational fields.

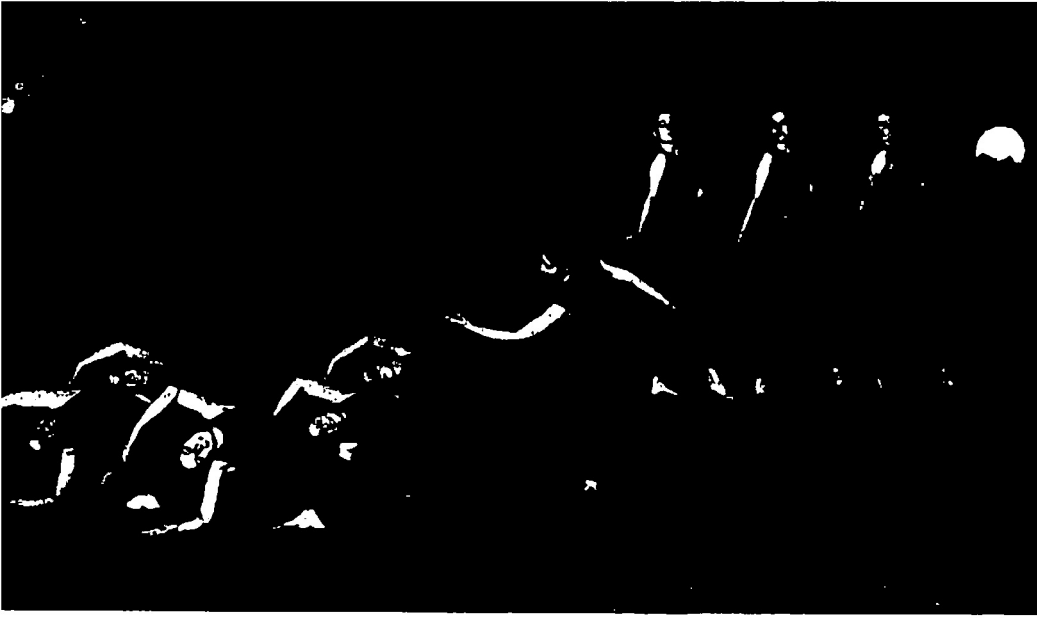
Because the school recognizes the value of hobbies, a definite time each week during the two years is devoted to club activities. Among other things dramatics, handcraft and choral singing make an interesting contrast to the regular work of the course.

Certain school functions are under the direction of the school faculty. Other social and athletic activities are sponsored by The Student Government and The Athletic Association. A morning spent in horseback riding, an afternoon in roller skating or a week-end in the north for ski-ing, skating and other winter sports, are some of the activities occasionally arranged by the latter organization.

The school encourages a programme of intra-mural games and play days with other schools in the city, although no regularly scheduled matches are held with other schools or organizations. The graduates of this school are expected to foster in the communities where they may locate, a programme of rational participation in sports or athletic activities for all members of the group or school.







FROM THE DANCE "THE ZEALOT," GIVEN BY THE STUDENTS IN A RECITAL OF THE MODERN DANCE, AT HART HOUSE THEATRE, MAY, 1936

The Course of Study

The course of study covers two years, from the first of September until the latter part of May. It includes those courses in both theory and practice which are essential to the preparation of the teacher of physical education. The school recognizes modern trends in physical education which have proved themselves of value, and at the same time continues the standard forms of activities which are fundamental to the course and of possible use to the graduates.

The "co-operation" with the University of Toronto, which was granted by the University Senate in 1934, continues. This gives The Margaret Eaton School a number of privileges in the University, such as the Anatomy courses taken in the University Anatomy department, and the medical examinations given by the Medical Adviser for Women.

Theoretical Subjects

First Year	Second Year
Anatomy.	Applied Anatomy
Physiology	Physiology of Exercise
Personal Hygiene	Health Education
History of Physical Education	Community Hygiene
Theory and Practice of Play	Remedial Gymnastics and Massage
Theory of Gymnastics	Psychology
Literature	Principles and Methods of Physical Education
First Aid	Practice Teaching (under supervision)
Junior Teaching	Theory of Dancing
Principles of Education	Sports Technique
Public Speaking	Lectures on the Drama
Camp Education	

Practical Subjects

Camp Activities	Rhythmic Activities	Gymnastics
Archery	Folk Dancing	Fundamental
Canoeing	Character and National Dancing	German Expression
Camperaft	Tap Dancing	Remedial
Tennis	Rhythms for children	Swedish
Track and Field	Creative Dancing	Stunts, Tumbling and Pyramids
Water Sports	Social Dancing	

Group Games and Individual Sports

Badminton	Plain and Figure Skating
Baseball	Swimming and Diving
Basketball	Tennis
Ground and Ice Hockey	Volley Ball
Lacrosse	Children's Games

Subjects of Study in Detail

THEORY

Anatomy—The study of the bones, joints and muscles in detail; also of the nervous system, the vascular system, and the viscera.

Physiology—The study of the interrelation of various bodily functions. This course forms the basis of work in Hygiene.

Personal Hygiene—This course aims to inspire the student with an interest in maintaining the highest standards of health for herself. It supplies the scientific knowledge of personal hygiene which will not only enable her to understand her own health problems, but will give her the foundation for the teaching of hygiene.

Health Education—The study of the programme in health for children in elementary and secondary schools. This includes a survey of the health services and their relation to the teaching programme, as well as a study of methods and materials of health instruction.

Community Hygiene—The more important communicable diseases are discussed from the standpoint of prevention; and promotion of the health of the community by medical prophylaxis and by modern sanitary practices. Deficiency diseases and those due to occupation and heredity.

Remedial Gymnastics and Massage—Instruction in the causes and recognition of scoliosis, weak feet, and faulty posture such as round shoulders, flat chest, forward head, round back, etc. The practical course in massage considers technique, methods, and means of applying this treatment.

A postural clinic is held once a week for school children. Programmes of exercises are prepared to meet individual needs, and the treatments are given by the students, under supervision.

Psychology—An elementary course descriptive and experimental, including the study of intelligence, memory, learning, motivation, feeling, emotion, sensation, observation, thinking, imagination and personality.

Literature—A course based upon the work in English assigned to the First Year Pass Course at the University of Toronto.

Public Speaking—A discussion of the principles of communication of ideas from person to person and from one person to a group. Lectures and practical work on the voice, reading, speaking, and the conduct of meetings.

Theory and Practice of Play—A study of the various theories and manifestations of play. The practical needs of all age groups are discussed and suitable material presented. Activities range from simple singing games to those of high organization.

Theory of Dancing—A course designed to give the student a knowledge of the factors and principles underlying the modern dance. The approach to the creative method of teaching; lesson planning for different ages; the use of music and music structure are studied.

History of Physical Education—The growth and development of Physical Education along with the various trends of education in world history.

Principles of Education—A course based upon the manual of the Ontario Department of Education. It gives the students a general survey of current practices in education and a correct sense of value of the essential principles. This course lays a foundation for that in Principles and Methods of Physical Education.

Principles and Methods of Physical Education—The principles, objectives and present day needs of physical education. The evaluation and selection of suitable activities for different age groups. The problems confronting a teacher in organizing a programme of physical education and methods employed in teaching.

Practice

Practice—The programme allows sufficient time for the practical side of the work, in order to develop in each student the necessary gymnastic and sport skills. Dancing is emphasized as one of the major activities for girls, and all types of dancing which are considered of educational value are taught.

Practice Teaching—All students have regular periods of practice teaching during the second half of the first year. During the second year each student teaches under supervision throughout the year in the public schools of Toronto. Individual conferences are arranged during which lesson plans for the forthcoming week are presented and criticism on the preceding lesson is given.

Swimming—The instruction in swimming includes Life-saving, Water Sports and Diving. An opportunity is given the students to qualify for Bronze and Silver Medallions and Diploma of the Royal Life Saving Society. Other Life-saving methods are presented.

Sports and Athletics—Exceptional opportunities for practice in all sports are provided at camp and also in the city.



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